

# Crescent Valley School



## Student Handbook

2023-2024

Crescent Valley School  
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Hinton, AB.  
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<https://crescentvalleyschool.gypsd.ca/>

Principal	Mr. R. Maguhn
Assistant Principals	Ms. A. Mitchelson, Ms. P. Murphy
Learning Support Teacher	Ms. A. Mitchelson
Family School Liaison Counsellor	Jordan Grantham

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## **General Information**

### **Principal's Message**

As part of GYPSD, Crescent Valley School firmly believes in offering a world class education to all of our students. Our philosophy is centred on continual growth, improvement and development of students and staff - in an environment that promotes both personal and academic excellence.

Crescent Valley believes in ensuring that all students receive the support they need in order to be successful. Our Learning Support Teacher organizes a highly effective team of support staff to work with students and staff to ensure student success. This ranges from our Provincially licensed JK program for 3 and 4 year olds to individualized support plans for students with various interventions and accommodations. At CVS we firmly believe that all students should experience success.

We offer social and school based events such as monthly assemblies, family activities and dances. Our families are enthusiastic about being able to take part in school life activities. Each new school year is a chance for us to focus on excellence in education and building stronger relationships with our families in the community.

### **Core Values**

#### **B.E.A.R.S**

- Belonging
- Excellence
- Accountability
- Respect
- Safety

## CVS Staff

<b>Staff Member</b>	<b>Assignment</b>
Bradford, Elaine	Grade 1
Callihoo, Meghan	Grade 5
Clark, Tracie	Grade 6
Dougan, Christine	EA Support
Durocher, Amanda	EA Support
Frattinger, Lori	Office Support
Grycan, Heather	EA Support
Jarvis, Emily	Grade 6/ Music
Johnstone, Dana	EA Support
Maguhn, Nicole	Grade 7
Maguhn, Ryan	Principal
Miller, RaeAnne	Grade 5
Mitchelson, Angela	Assistant Principal, Grade 3, LST
Morey, Brittany	Grade 4
Morrison, Jackie	EA Support
Murphy, Paula	Assistant Principal, Grade 6
Okoli, Natalie	Kindergarten
Pankiewich, April	EA Support
Phillips, Hywel	Grade 3
Pratt, Carlene	Grade 1
Schwartz, Carly	Grade 4
Shopa, Mackenzie	Grade 2
Smith, Kelly	Grade 2
Wintermute, Kyle	Phys. Ed

## Bell Schedule

School Day Start	8:30 am
Morning Recess	10:15 - 10:30 am
Lunch Recess	11:30 - 12:15 am
Afternoon Recess	1:45 - 2:00 pm
End of Day	3:06 pm

## Student Responsibilities/ Code of Conduct

*From the Education Act:*

### **Student responsibilities**

**31** A student, as a partner in education, has the responsibility to

- (a) attend school regularly and punctually,
- (b) be ready to learn and actively engage in and diligently pursue the student's education,
- (c) ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,
- (d) respect the rights of others in the school,
- (e) refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means,
- (f) comply with the rules of the school and the policies of the board,
- (g) co-operate with everyone authorized by the board to provide education programs and other services,
- (h) be accountable to the student's teachers and other school staff for the student's conduct, and
- (i) positively contribute to the student's school and community.

### *Code of Conduct*

- 1.) Students are responsible for conducting themselves in a manner that honors their obligations under the Education Act (S. 31)
- 2.) Students are also expected to conduct themselves in a manner that honors their primary obligation as learners while at Crescent Valley School
- 3.) Students are expected to behave in a manner that respects others rights to learn, work and be safe while at CVS
- 4.) Students are expected to obey the directions of all staff in the school
- 5.) Students are expected to conduct themselves in a manner that fosters a welcome, safe and respectful environment for all students at CVS

### *Student Discipline*

- Shall be conducted in accordance with the Education Act (S.36) (See Below)

#### **Suspension**

**36(1)** A teacher or a principal may suspend a student in accordance with subsection (2) or (3) if in the opinion of the teacher or principal

- (a) the student has failed to comply with section 31,
  - (b) the student has failed to comply with the code of conduct established under section 33(2),
  - (c) the student's conduct, whether or not the conduct occurs within the school building or during the school day, is injurious to the physical or mental well-being of others in the school, or
  - (d) the student has distributed an intimate image of another person in the circumstances described in section 1(1.1).
- (2)** A teacher may suspend a student from one class period.
- (3)** A principal may suspend a student
- (a) from school,
  - (b) from one or more class periods or courses,
  - (c) from transportation provided under section 59, or
  - (d) from any school-related activity.
- (4)** When a student is suspended under subsection (3), the principal shall
- (a) immediately inform the student's parent of the suspension,
  - (b) report in writing to the student's parent all the circumstances respecting the suspension, and

(c) provide an opportunity to meet with the student's parent, and the student if the student is 16 years of age or older, to discuss the suspension.

(5) A suspension may not exceed 5 school days, except in accordance with a recommendation for expulsion made by the principal under section 37.

## **Academic Integrity**

- The purpose of submitting work is to allow the teacher to assess and evaluate learning. Work provided by a student must be their own and a fair representation of their own individual abilities. Submitted work can't, in any way, misrepresent the ability level of a student - otherwise it is not a valid piece of assessment. While it is understood that this is not as common an issue in K-7, it becomes an increasingly common issue in the higher grades, and is therefore necessary to outline a plan of response.

### *Common Issues of Academic Integrity*

Plagiarism: Is the practice of representing work or ideas created by another person or through artificial intelligence as your own, in whole or in part.

- The process of sharing your work with someone else, when not expressly permitted by the teacher also falls under this category.
- This includes taking materials, in whole or part, from the internet and passing them off as your own

Cheating: Is the practice of obtaining answers, help, outside assistance or intentionally not following guidance from the teacher for the purposes of improving one's grade.

### *Violations of Academic Integrity*

- When a teacher suspects a violation of academic integrity they will bring the matter to the attention of the student. The teacher will outline their specific concerns and seek clarification from the student.
- Considering the apparent intent and potential clarification of a student, the teacher will consider whether to informally warn the student about their violation. Informal violation will be communicated to the parents, but will not warrant any further steps. This step is to be used only when the teacher feels that there was no intention to break academic integrity

- Where an informal violation is not deemed appropriate by the teacher, other steps may be pursued:
  - Receiving a zero for the assignment
  - Redoing an assignment (with the potential to receive marks for said work)
  - Administrative Referral

### **Parental Responsibilities, Constructive Communications and Problem Solving**

- The following Parental Responsibilities are identified in the Education Act (S.32)

#### **Parent responsibilities**

**32** A parent has the prior right to choose the kind of education that shall be provided to the parent's child, and as a partner in education, has the responsibility to

- (a) act as the primary guide and decision-maker with respect to the child's education,
- (b) take an active role in the child's educational success, including assisting the child in complying with section 31,
- (c) ensure that the child attends school regularly,
- (d) ensure that the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment,
- (e) co-operate and collaborate with school staff to support the delivery of supports and services to the child,
- (f) encourage, foster and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school, and
- (g) engage in the child's school community.

2012 cE-0.3 s32;2019 c7 s9

#### *Constructive Communication and Problem Solving*

- Parents are encouraged to bring any concerns to the attention of their student's homeroom teacher
- Teachers are the best source of information for what happens in the classroom, discussions and concerns regarding the class should start with them
- Additional concerns may be raised to the administrative level, but again, it is strongly advised that an initial consultation happens with the classroom teacher
- Schoolwide concerns are the purview of administration (Assistant Principals and the Principal)

- At all times parties are expected to conduct themselves in a manner that respects a safe, respectful and welcoming environment
- Please be aware that as part of a healthy work environment GYPSD and CVS encourages its staff to create a healthy work/life balance. This means that while staff may elect to respond to communications after regular work hours (8:30 to 3:15) they are not expected to.

### **Student Cell Phone Usage**

- Please be aware that all emergency communication with students needs to be directed through the office. If parents need to communicate with a student office staff will facilitate it properly in order to ensure prompt communication while respecting the orderly operation of classroom activities and student learning
- Understanding that cell phones can be used as tools for learning, they also possess functions that can disrupt the learning environment and create the possibility of problematic behavior
- Students who are on cell phones or other electronic devices during lessons are not fully engaged with learning
- The teacher will determine if an opportunity exists for appropriate usage in the classroom, students are expected to use technology in a way that complies with those directions
- Any activities that are not specifically permitted by the teacher will be treated as any other disruptive behavior in the classroom
- Ongoing disruptions with technology will lead to:
  - The loss of the cell phone to the teacher for up to (1) day
  - A referral to the office where the device will be kept by administration for (1) day, and then released back to the student
  - Further incidents will included the device being kept by administration, where parents will be asked to pick it up
  - Further issues will result in a student being directed to leave the device at home